Indiana Department of Education
SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of "0." Indicators that received a "1" or "2" will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov *no later than midnight on Wednesday, February 29*.

Publisher Name/Book Title/Grade Level: McGraw-Hill, Wright Group LEAD21, Grade 1

Section	Indicator Number	Publisher Comments	Evidence
Example: Professional Development	*Example: #4*	*Example: Info not originally provided to reviewers*	*Example: Customized options provided as noted in PD brochure attached.*
Instructional Design	#1	Reviewers did not have the materials containing this information.	The LEAD21 program is based on the extensive academic research conducted by our program authors. The basis of their research and how it applies to the LEAD21 pedagogical approach is documented in the Wright Group LEAD21 Research Base papers: Early Childhood Literacy Development, Reading Comprehension, Fluency, Phonemic awareness and Phonics Instruction, Writing, Vocabulary Teaching and Learning, Differentiation and Acceleration Through Small-Group Reading Instruction, Reading, the Digital Classroom, and the LEAD21 Program, and English Language Learners. Additionally, technical reports from several pilot studies using LEAD21 show strong preliminary findings. These reports are attached.
Instructional Design	#5	Reviewers did not have the materials containing this information.	There is a LEAD21 program scope and sequence of skills and strategies, including Reading Skills and Strategies, Phonemic Awareness, Phonics, Word Study, Spelling,

			Fluency, Writing, Grammar, and Inquiry and Study Skills. The scope and sequence is represented throughout the program in the Unit and Weekly Planners of the Teacher's Lesson Guides.
Instructional Design	#26	Reviewers did not have the materials containing this information.	Teachers use the Group Placement Assessment in the Assessment Handbook, p. 32 and the Getting Started section of the Unit 1 Teacher's Lesson Guide as guidelines for forming flexible groups based on student progress. Guidelines for evaluating student progress throughout the year also appear in the Assessment Handbook, beginning on p. 43, with instructions for using the Reading Progress Assessment at the beginning of each Unit to reevaluate a student's placement in groups throughout the year.
Instructional Design	#30	Reviewers did not have the materials containing this information.	The LEAD21 program assumes that instruction for accurate implementation is a general education teacher by referring to "teacher-led" instruction, as in: "The highlighted column of the chart below shows the four *teacher-led,* small-group instructional sessions that occur daily (Teacher's Lesson Guide, Unit 1, p. xxii), and "This access…allows the teacher to lead all students in meaningful interaction with the text (Teacher's Lesson Guide, Unit 1, p. xi).
Instructional Design	#31	Reviewers did not have the materials containing this information.	The LEAD21 program assumes that the instructional setting is a general education classroom by referring to the "classroom," as in: "Show students the area where your *classroom* library is located" (Teacher's Lesson Guide, Unit 1, p. xxiii), and "You

			may also wish to collaborate with a Library or Media Specialist to gather resources for your *classroom*." (Teacher's Lesson Guide, Unit 1, p. xxv). It is generally implied that the instructional setting is a general education classroom, unless otherwise indicated.
Phonemic Awareness	#14	Reviewers did not have the materials containing this information.	Physical representations are just one of the strategies used in phonemic awareness instruction to prepare students for the printed word. Most physical responses occur during phonemic awareness. Examples of these activities can be found in the following Teacher's Lesson Guide locations. We've also identified physical responses while working with print. Teacher's Lesson Guide, Unit 1, pp. xviii, 16 (phonemic awareness) Teacher's Lesson Guide, Unit 2, pp. 11 (phonemic awareness), 16 (print) Teacher's Lesson Guide, Unit 4, pp. 44 (print), 111 (phonemic awareness)
Phonemic Awareness	#20	Reviewers did not have the materials containing this information.	In Units 1–4 of the Teacher's Lesson Guides, students build oral language skills throughout the year with start-up activities. They also build oral language via the Oral Language Development Chart. Students discuss a picture in the chart and connect it to the theme in order to verbalize important concepts. In Unit 5, the Chart is phased out.
Fluency	#21	Reviewers did not have the materials containing this information.	Students practice one fluency selection each week. Teachers conduct miscue analyses, including word-level errors of mispronunciation, using the Practice

			Companion workbooks and the Assessment Handbooks. Then students reread the same selection every day, each day focusing on a different skill: expression, phrasing, pacing, rehearsal, and presentation. Additionally, students use the self-assessment in their Practice Companion workbooks to evaluate themselves on the Fluency readings, judging the accuracy of reading individual words, expression, and phrasing for each Fluency selection.
Fluency	#24	Reviewers did not have the materials containing this information.	The materials in the Assessment Handbook, including the and Group Placement Assessment, p. 32 and Placement Week in Unit 1 of the Teacher's Lesson Guide help teachers determine reading levels for students at the start of the program. Guidelines for determining students' independent reading levels occur in the Teacher's Lesson Guide, Unit 1, p. xxiii. The program also includes Quarterly Benchmark Assessments, Weekly Assessments, Differentiated Unit Assessments, and Reading Progress Assessments to help readjust instruction or reassign reading levels in order to ensure success for all students. Guidelines for determining students' reading levels also appear in the Assessment Handbook, beginning on p. 43, with instructions for using the Reading Progress Assessment at the beginning of each Unit to reevaluate a student's placement in groups throughout the year.
Fluency	#26	Reviewers did not have the materials containing this	The Assessment Handbook contains a

		information.	Fluency Chart to record the correct words-per-minute for each Fluency selection. Teachers may photocopy the chart to share student results. Progress may be seen by connecting the dots from selection to selection. Since the focus at Grade 1 is on reading with fluency and understanding, students are not as focused on timing themselves. Information may be shared with students, however.
Fluency	#28	Reviewers did not have the materials containing this information.	Specific fluency skills—expression, phrasing, and pacing—are explicitly taught in a whole group setting. Students then practice with their partners using the Fluency selection in their Practice Companions and provide support on the accuracy of reading individual words and on pacing and expression.
Vocabulary	#22	Reviewers did not have the materials containing this information.	The study of homophones and homographs are part of the Scope and Sequence of Skills for Grade 1 in the LEAD21 program. A Vocabulary Strategy lesson on Homophones occurs in the Teacher's Lesson Guide, unit 4, p. 42.
Vocabulary	#22	Reviewers did not have the materials containing this information.	The study of figurative meanings is part of the Scope and Sequence of Skills for Grade 1 in the LEAD21 program. Vocabulary Strategy lessons on Similes occur in the Teacher's Lesson Guide, Units 7 and 8, p. 42. A Vocabulary Strategy lessons on Metaphors occurs in the Teacher's Lesson Guide, Units 7, p. 122.